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ABSTRACT

THE BIBLIOGRAPHY OF 27 ABSTRACTS WITH THEIR DESCRIPTIVE TERMS PRESENTS DOCUMENTS CONCERNING PROGRAM DESCRIPTIONS, TEACHING TECHNIQUES, AND CURRICULUM INFORMATION FOR THE EMOTIONALLY DISTURBED AND SOCIALLY MALADJUSTED. NO RESEARCH REPORTS ARE INCLUDED. AUTHOR AND SUBJECT INDEXES AND INFORMATION FOR ORDERING THE TOTAL DOCUMENT OR INDIVIDUAL DOCUMENTS ARE PROVIDED. (JM)

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PROGRAMS FOR THE EMOTIONALLY DISTURBED

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PROGRAMS FOR THE

EMOTIONALLY DISTURBED

September 1969

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1499 Jefferson Davis Highway
Arlington, Virginia 22202

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PROGRAMS FOR THE EMOTIONALLY DISTURBED

ABSTRACT 1

EC 000 002 ED 010 713
Publ. Date 16 Oct 65 6p.
Simches, Raphael F.
A Magna Carta for the Emotionally Disturbed Child. Paper Presented at New York Congress for Mental Health (1st), New York, New York.
EDRS mf,hc

Descriptors: exceptional child education; program planning; legislation; administration; emotionally disturbed; state legislation; special classes; identification; program development; teacher education; mandatory legislation; curriculum; recruitment; community resources; supportive services; teacher certification; administrative organization; New York

In an address, the author anticipates barriers and problems which might arise when July 1, 1966 legislation became effective, requiring school districts to provide appropriate education for emotionally disturbed children. Aspects included are problems of definition and diagnosis, community responsibilities in providing cooperative medical and social services, varying directions of school program organization, and the unresolved questions of recruitment, preparation and certification of teachers. (GW)

ABSTRACT 2

EC 000 003 ED 010 714
Publ. Date 66 34p.
The Michigan Program for the Education of Emotionally Disturbed Children.
Michigan State Board Of Educ., Lansing, Dept. Of Educ.
EDRS mf,hc

Descriptors: exceptional child education; legislation; emotionally disturbed; administration; state programs; special classes; program guides; state aid; supervision; state standards; program administration; personnel; state laws; Michigan

To assist school systems in setting up classes for the emotionally handicapped, the legal basis for state-approved (Michigan) programs is identified, state rules and regulations are reviewed, and relationships to other school and community services are indicated. Included are programs and their goals and administrative definitions and procedures. Descriptions of such classes, steps to program approval, and supervision requirements are given. Relevant state statutes are cited. Sixteen references are cited. (JW)

ABSTRACT 3

EC 000 007 ED 010 718
Publ. Date Nov 65 62p.
State Plan for Special Education.
Texas Education Agency, Austin
EDRS mf,hc

Descriptors: exceptional child education; administration; program planning; state programs; state laws; state standards; program development; program administration; psychological evaluation; teacher certification; speech therapy; mentally handicapped; blind; physically handicapped; homebound children; preschool programs; deaf; deaf blind; emotionally disturbed; partially sighted; hospitalized children; hard of hearing; minimally brain injured; educable mentally handicapped; trainable mentally handicapped; textbooks; transportation; hearing therapy; Texas

Information for the initiation, organization, and operation of special education programs in Texas is included in this bulletin. Programs described are for the blind, partially sighted, physically handicapped, homebound or hospitalized, minimally brain injured, deaf and severely hard of hearing, educable mentally handicapped, trainable mentally handicapped, speech and hearing therapy, emotionally disturbed children, preschool deaf children, and deaf-blind or non-speaking blind children. In addition to program descriptions, information is given about local planning, psychological reporting, textbooks, teacher certification, and transportation. (CG)

ABSTRACT 4

EC 000 008 ED 010 719
Publ. Date 66 35p.
The La Grange Area Department of Special Education Handbook.
La Grange Area Dept. Of Special Educ., Illinois
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; physically handicapped; administration; personnel; special services; admission criteria; cooperative programs; socially maladjusted, emotionally disturbed; instructional staff; blind; social workers; prevocational education; psychological evaluation; program guides; home instruction; homebound children; aurally handicapped; perceptually handicapped; psychological services; administrative personnel; social services; La Grange; Illinois

The La Grange Area Department of Special Education serves 16 school districts. Policies of the department are listed. Functions of the director, secretary, and coordinator-supervisor are listed in detail. Qualification for admission to special education classes, goals of these classes, and information about existing classes are presented for blind, educable mentally handicapped, hospitalized and homebound, hearing impaired, physically handicapped, trainable mentally handicapped, emotionally and socially maladjusted, and perceptually handicapped. Descriptions of programs of psychological services, social work services, and prevocational services are included. (MY)

ABSTRACT 5

EC 000 012 ED 010 916
Publ. Date 66 32p.
Guidelines of Programs of Special Education in Alaska.
Alaska State Dept. Of Education, Juneau
EDRS mf,hc

Descriptors: exceptional child education; state programs; curriculum; administration; program planning; physically handicapped; educable mentally handicapped; trainable mentally handicapped; admission criteria; program guides; program development; identification; emotionally disturbed; equipment; legislation; educational equipment; orthopedically handicapped; neurologically handicapped; multiply handicapped; blind; partially sighted; deaf; hard of hearing; aurally handicapped; visually handicapped; mentally handicapped; Juneau; Alaska

Six areas of exceptionality served by public school programs are presented, including mentally retarded both educable and trainable, blind and partially sighted, deaf and hard of hearing, orthopedically or neurologically handicapped, emotionally disturbed, and multiply handicapped. Included for each exceptionality are a definition, criteria for determining placement, and a section on evaluation of disabilities. Procedures for establishing special education programs are discussed in detail, and explicit directions for submitting applications to the state department are included. A section on curriculum outlines recommended objectives, equipment, and programs for the educable and trainable mentally handicapped, the physically handicapped, and the emotionally disturbed. A section is included on the identification of speech and hearing problems. A list of equipment and supplies for special education classrooms, the state referral form for special education placement, and an application for home or hospital teaching are included. (VO)

ABSTRACT 8

EC 000 049 ED 010 923
Publ. Date 14 Mar 63 160p.
Education of Handicapped Children in Rhode Island, a Report to the Legislature.
Rhode Island Legis. Comm. To Study The Educ. Of Hand. Youth
EDRS mf,hc

Descriptors: exceptional child education; state programs; state legislation; handicapped children; program evaluation; visually handicapped; emotionally disturbed; mentally handicapped; physically handicapped; speech handicaps; teacher qualifications; curriculum evaluation; psychological services; volunteer organizations; aurally handicapped; educational needs; special programs; special classes; speech handicapped; Rhode Island

In 1961 the General Assembly of Rhode Island established a commission to study needs and provisions for the education of handicapped children. In addition to meeting with representatives of many agencies throughout the state, the com-

mission employed a project director and a staff of special education consultants who gathered data about all existing programs and transmittal to the Assembly. The major commission recommendations developed a series of recommendations for commission review and for legislative action are summarized. Consultant recommendations and evaluation for each area of handicap are included. These chapters represent comprehensive descriptions and evaluations of facilities and services in existence in February 1963. (DF)

ABSTRACT 7

EC 000 072 ED 011 415
Publ. Date 65 8p.
Guidelines for Implementation of the Pilot Program for Emotionally Disturbed Children, a Supplement to the State Plan for Special Education.
Texas Education Agency, Austin
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; program administration; administrator guides; pilot projects; special classes; student grouping; class size; teacher certification; educational finance; admission criteria; personnel; individual characteristics; educational objectives; facility guidelines; program guides; Austin

In 1965-66, 14 school districts established 20 classes in schools, mental health centers, and hospitals for emotionally disturbed children (ages 6-17). Outlined are definitions and characteristics of emotionally disturbed children, purposes of the program, minimum plant facilities, related personnel, eligibility requirements, class size and age groupings, teacher certification, and finance. (HK)

ABSTRACT 8

EC 000 863 ED 018 021
Publ. Date 65
Strang, Ruth, Ed.
Understanding and Helping the Retarded Reader.
EDRS not available

Descriptors: exceptional child education; reading; teaching methods; reading difficulty; emotionally disturbed; disadvantaged youth; mentally handicapped; identification; remedial reading programs; remedial instruction; reading skills; reading materials; underachievers; reading diagnosis; neurologically handicapped; bilingual students; program planning; skill development; communication skills; teacher role; retarded readers

The proceedings of a 1962 statewide Arizona conference on reading development and reading difficulties include 15 papers. Articles on the able retarded reader are Identification and Diagnosis by Helen C. Wright, Understanding the Able Retarded Reader by Helen M. Robinson, and Classroom Procedures by Rosemary Yoakum. Papers on emotionally disturbed children are Identification of Emotional Difficulties in Reading by Peter Gallagher, Causation and Prevention by Boris Zemsky, Neuropsychiatric Considerations in Children's Reading Problems by Ralph Rabinovitch, and Classroom Procedures by Lora Anderson. Bilingual children (children from non-English speaking homes) are discussed by Mamie Sizemore in Understanding Bilingual Children, by Miles Zintz in Developing a Communications Skills Program, and by Jane Moore in Classroom Procedures. Included also is an introduction by Ruth S. Strang on levels of knowledge and skill, diagnostic procedures, essentials of treatment, and reading materials. The summary and concluding remarks are by Amelia Melnik in Methods and Procedures and Ruth Strang in The Role of the Teacher. Appendixes contain Hollis Moore's introduction to the conference and a 51-item selected bibliography. This document is available from the University of Arizona Press, Tucson, Arizona, for $2.75. (JD)

ABSTRACT 9

EC 000 962 ED 018 022
Publ. Date 66
Sarason, Seymour B. And Others
Psychology in Community Settings, Clinical, Educational, Vocational, Social Aspects.
EDRS not available

Descriptors: exceptional child services; emotionally disturbed; program planning; disadvantaged youth; mentally handicapped; educational needs; learning disabilities; mental health clinics; interagency cooperation; classroom environment; problem children; psychoeducational clinics; job placement; youth employment; case studies (education); counseling; professional personnel; action programs (community); inner city; community health services; psychological services; mental illness; mental health; special services; teacher role; school role; psychoeducational processes; family (sociological unit); community action; Yale University Psychoeducational Clinic

In this description of the Psychoeducational Clinic in the Department of Psychology at Yale University, the Clinic's historical and professional origins are reviewed, and its relationship to the schools that it serves discussed. Specific topics considered are (1) the approach to the schools, (2) teaching is a lonely profession, (3) helping to change the teacher's perception of a problem, (4) authoritative support, (5) the unmanageable child, (6) translating psychological concepts into action, (7) transferring a child from one classroom to another, (8) the child at the clinic, (9) the inner city school and the convergence of resources, and (10) accomplishments, failures, and limitations. Community Progress Incorporated (CPI), an agency designed to attack the condition of poverty by stimulating other agencies, coordinating their efforts, and creating any necessary new programs, is described in terms of its relationship with the neighborhood employment center, the disposition conferences, the work crews, the work crew foremen, and the consultant. An attempt is also made at evaluating CPI. Considered with reference to the New Haven Regional Center are (1) the problem of scope, (2) professional staff and the problem of preciousness, (3) the Center, the CPI, and the schools, and (4) studying, understanding and serving the community. A 70-item bibliography and an appendix of transcribed teacher-discussion groups are included. Case histories appear throughout the book. This document is available from John Wiley Sons, Inc., 605 Third Avenue, New York, New York 10016, for $12.95. (JD)

ABSTRACT 10

EC 001 206 ED 018 894
Publ. Date 64 19p.
Delaware Public Schools and Mental Health, a Digest of the Final Report of the Committee Studying Mental Health in the Public Schools, 1958-63.
Delaware State Board Of Educ., Wilmington
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; educational needs; state programs; professional education; socially maladjusted; school psychologists; incidence; community programs; mental health; public schools; teacher education; inservice teacher education; research committees; program improvement; program evaluation; Delaware

The findings of the Committee on Mental Health in the Delaware Public Schools are summarized concerning the numbers and ages of emotionally and socially maladjusted children, local clinics, school psychologists and other referral and treatment facilities, teacher training programs, parent problems, and ways in which other communities meet the problem. The pilot projects, and study groups conducted by the Committee are described. Twelve recommendations are presented, and the Committee's members are listed. (JW)

ABSTRACT 11

EC 001 126 ED 018 030
Publ. Date 67
Llorens, Lela A.; Rubin, Eli Z.
Developing Ego Functions in Disturbed Children, Occupational Therapy in Milieu.
EDRS not available

Descriptors: exceptional child education; emotionally disturbed; children; milieu therapy; program planning; case studies (education); occupational therapy; residential schools; clinical diagnosis; skill development; psychomotor skills; interpersonal relationship; institutional needs; perceptual motor coordination; evaluation techniques; instructional materials; behavior change; group activities; individualized programs

The use of occupational therapy (OT) with emotionally disturbed children in a residential treatment setting or milieu is described on the basis of 6 years of experimental work. Corrective treatment and rehabilitation approaches are explained. Also considered is the contribution of OT in (1) the development, fulfillment, or modification of motor skills and coordination, (2) interpersonal relationships, (3) social skills, (4) behavioral functioning, (5) psychological and emotional needs, (6) psychodynamic conflict, and (7) cognitive perceptual motor dysfunction. After an overview and rationale are provided, milieu treatment planning is defined in terms of programs, general attitudes, behavior management, and treatment stages. The discussion of evaluation and treatment planning pertains to graded activity programs, evaluation procedures, and program planning. Eight case histories are presented with clinical findings, OT evaluation, and plan. Activity group programs, with lists of materials and crafts, are described for basic, intermediate, and advanced skill levels. Problem areas dealt with are those of application, handling maladjusted behavior, interest groups, and physical facilities. Individual programs outlined are two with case histories for the modification of psychological processes and two for training procedures. Appendixes include milieu treatment data forms, an evaluation battery, a cognitive perceptual motor manual and a rating summary, and a list of 25 references and resources. A bibliography lists 55 items. This document is available from the Wayne State University Press, Detroit, Michigan 48202. (HK)

ASTRACT 12

EC 001 280 ED 018 897
Publ. Date 67 37p.
Project Re-Ed, a Demonstration Project for the Reeducation of Emotionally Disturbed Children.
Tennessee State Dept. Of Health
North Carolina State Dept. Mental Health, Raleigh
George Peabody Coll. For Teachers, Nashville, Tenn.
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; elementary education; children; residential schools; residential programs; educational programs; demonstration projects; demonstration programs; experimental programs; therapeutic environment; program evaluation; camping; personnel; teacher characteristics; teacher selection; teacher role; teachers; admission criteria; referral; teacher education; program descriptions

The Project for the Reeducation of Emotionally Disturbed Children (Project Re-Ed), a demonstration project (1961-68) to develop and evaluate the effectiveness of residential schools (Sunday through Friday) for disturbed children, is described. The professional training at George Peabody College, Tennessee, and use of carefully selected teacher-counselors in the two project schools (Cumberland House Elementary School, Tennessee, and Wright School, North Carolina) which serve 40 children aged 6 to 12 are discussed. Aspects of the formal school program based on individual needs and the camping program are presented, and work with the child's family and school is described. Included is information about admission criteria, length of stay, referral procedures, facilities, costs and financing, needs for additional services, and project evaluation. Photographs of school activities and seven brief case histories are also included. (MY)

ABSTRACT 13

EC 001 002 ED N.A.
Publ. Date Feb 66
Blom, Gaston E.
Psychoeducational Aspects of Classroom Management.
Colorado University, Denver, Medical Center
Exceptional Children, Volume 32, 1966.
EDRS not available

Descriptors: exceptional child education; emotionally disturbed; behavior; teaching methods; class management; elementary grades; laboratory schools; demonstration programs; program planning; psychoeducational processes; special classes; behavior change; student behavior; behavior problems; team teaching

The psychoeducational approach to the classroom managment, treatment, and education of emotionally disturbed children is described. As an illustration, a clinical episode involving an emotionally handicapped boy who initiates provocative verbal behavior and is immediately removed from the classroom is related. The incident occurs in a school in a day care center, involving 14 elementary school age children, two teachers, and other personnel, in demonstration, training, and research functions. The classroom includes a project area, an independent work area (the children's desks), and two centers of learning where each teacher sits at a table which has room for four or five children. A standby officer is available to provide help with the individual child outside the classroom, when necessary. Management and teaching approaches, program planning, and programing for individual children is discussed. References are cited. This article was published in Exceptional Children, Volume 32, Number 6, pages 377-383, February 1966. (JA)

ABSTRACT 14

EC 000 246 ED 017 086
Publ. Date Jul 64 81p.
Rules and Regulations to Govern the Administration and Operation of Special Education.
EDRS mf,hc

Descriptors: exceptional child education; state programs; administration; special classes; personnel; administrator guides; special services; teacher qualifications; educational facilities; educational finance; admission criteria; handicapped children; teacher certification; Springfield; Illinois

Rules and regulations for special education programs in Illinois are reviewed. Areas of special education treated separately include physically handicapped children in special classrooms, physically handicapped children in home and hospital, deaf and hard of hearing, blind, partially seeing, maladjusted children, educable mentally handicapped, trainable mentally handicapped, speech correction, and multiply handicapped. Given for each handicap are a definition, establishment of educational facilities, types of services, admission to programs, eligibility of pupils, enrollment, supervision, case records, curriculum, physical plant, equipment and instructional materials, and qualifications of personnel. Rules and regulations are also provided for psychological services, transportation of exceptional children, administrators and supervisors, necessary noncertified employees, and completion of the summary report and reimbursement claim for exceptional children. (JA)

ABSTRACT 15

EC 000 944 ED 017 096
Publ. Date 67
Berkowitz, Pearl H.; Rothman, Ester P.
Public Education for Disturbed Children in New York City, Application and Theory.
EDRS not available

Descriptors: exceptional child education; emotionally disturbed; schizophrenia; educational programs; day schools; hospital schools; corrective institutions; psychiatric hospitals; schools; teacher role; institutional schools; public schools; case studies (education); counseling; special programs; special services; neglected children; dependents; admission criteria; research needs; records (forms); mental illness; educational theories; school environment; school organization; therapeutic environment; vocational education; reading difficulty

Concerned with public education for disturbed children, various authors discuss programs of the New York City public school system and present some theoretical formulations. Programs considered are (1) Educating Disturbed Children in New York City--An Historical Overview by Pearl H. Berkowitz and Esther P. Rothman, (2) These Are Our Children by the same authors, (3) The Livingston School--A Day School for Disturbed Children by Esther P. Rothman, (4) Day School for Disturbed Boys by Albert Budnick and Joseph Andreacchi, (5) The Bellevue Psychiatric Hospital School by Wanda G. Wright, (6) Growth and Development of Education in a Detention Setting by William P. Dorney, (7) The Prison School by Mor-

timer Kreuter, (8) Educational Planning for Neglected and Dependent Children by Bernice M. Peebles, (9) Public Schools in Treatment Centers--An Evaluation by Pearl H. Berkowitz, (10) The Junior Guidance Classes Program by Louis Hay, (11) Clinical Services in Special Education Programs by Marvin N. Greenstein, and (12) Two Case Histories by Bobbie Landsman. Theoretical considerations include (1) A Conceptual Framework for the Development of Programs for Emotionally Disturbed Children by Eli M. Bower, (2) Bridging the Gap between Clinic and Classroom by Kay Field, (3) The Concept of Clinical Teaching by Esther P. Rothman and Pearl H. Berkowitz, (4) Some Aspects of Reading Disability by the same authors, and (5) The Clinical School--A Paradigm by the same authors. This document was published by Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, and is available for $12.50. (JD)

ABSTRACT 16

EC 001 027 ED 017 099
Publ. Date 66 123p.
Richman, Vivien
Pittsburgh Public Schools' Mental Health Services, Evaluation Report.
Pittsburgh Public Schools, Pennsylvania
EDRS mf

Descriptors: exceptional child education; emotionally disturbed; children; special classes; mental health; mental health programs; mental illness; public schools; special programs; research needs; case studies (education); school services; special services; program evaluation

The development of mental health services in the Pittsburgh public schools during 1965-66 is reviewed. The history, philosophy, objectives, and program components, including information on staff, varieties of classes provided, and the activities of mental health teams are presented. The adjustment classes and resource room for emotionally disturbed children are described and compared with respect to uses, objectives, eligibility criteria, physical facilities, populations served, programs, and classroom methods. The mental health team's contribution to the overall program, including such activities as program planning, evaluation of children, cooperation with community agencies, teacher training, teacher consultation, and suggestion of resource modifications, is discussed. Attention is called to funding, evaluation, research, scope, preventive aspects of a mental health program, predelinquent subgroups, and the need for residential facilities to prevent more serious problems. Directions for further research are noted. Eight references are given. The appendixes provide case studies of children served in the adjustment classes and resource rooms and narrative reports of observational visits to adjustment classes. (JW)

ABSTRACT 17

EC 000 792 ED 014 180
Publ. Date 65 116p.
Crawford, Hugh A.; Van Duyne, William V.
Final Report of Day-Care Rehabilitation Center for Emotionally Disturbed Adolescents.
Butler Hospital, Providence, Rhode Island
Rhode Island Div. Of Vocational Rehabilitation, Providence
OVR-RD-550-60
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; rehabilitation therapy; adolescents; day care programs; demonstration projects; inservice education; mental health programs; referral; rehabilitation programs; state programs; therapeutic environment; program descriptions; administration; group therapy; personnel; admission criteria; adults; case records; cooperative programs; Butler Hospital; Providence

In this 5-year demonstration project, emotionally disturbed adults and adolescents received treatment at a day care rehabilitation center sponsored by the Rhode Island Division of Vocational Rehabilitation (DVR) located in a private psychiatric hospital (Butler Hospital). The major treatment goals were preservation and restoration of interpersonal relationships in an environment of little structure, free choice, many activities, comfort, and security where individual and group therapy were available. Patient selection, admission criteria, and referral procedures are discussed. Day-care staff descriptions include the hospital superintendent, director, assistant director, home economist, paint shop supervisor, bookbinder, woodworking instructor, school teacher, homeworker, social worker, psychologist DVR coordinator, and counselors. The inservice training program for rehabilitation counselors is described. The philosophy of day care, the evolution of its theoretical framework, and the attitudes of the staff toward the program at this center are discussed. A typical day of a patient and brief case studies of 20 patients are presented. (JK)

ABSTRACT 18

EC 001 149 ED 015 602
Publ. Date 64
Jones, Mona; Kandel, Ditha
Work Adjustment as a Function of Occupational Therapy. Third International Congress of World Federation of Occupational Therapists, Study Course 5.
American Occupational Therapy Assn., New York, New York
World Federation Of Occupational Therapists
EDRS not available

Descriptors: exceptional child education; vocational adjustment; physically handicapped; vocational education; vocational rehabilitation; emotionally disturbed; occupational therapy; handicapped; adjustment problems; adolescents; adults; evaluation techniques; job training; occupational therapists; program evaluation; vocational training centers; work attitudes; records (forms); sheltered workshops; rehabilitation programs; conference reports; West Haverstraw Rehabilitation Hospital; Institute for Cripped and Disabled: Jewish Vocational Service

Resulting from one of six 1-week study courses following the Third International Congress of the World Federation of Occupational Therapists in 1962, this manual presents a broad review of the philosophy, role, and techniques of occupational therapy in the field of prevocational evaluation, vocational training, and sheltered workshops. Nineteen lectures by therapists from several countries describe occupational therapy programs related to work adjustment for the physically handicapped and for the former psychiatric patient. Forms used in performance testing, photographs of skill testing and work situations, and a listing of appropriate films are included. A final lecture summarizes content of the study course. Some lectures cite references. This document is available from the Wm. C. Brown Book Company, 135 South Locust Street, Dubuque, Iowa 52001 for $2.25. (SB)

ABSTRACT 19

EC 001 197 ED 014 838
Publ. Date 66 61p.
Bonham, S. J., Jr.
Program Standards for Special Education and Legal Dismissal from School Attendance.
Ohio State Dept. Of Education, Columbus, Div. Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; administration; standards; state standards; handicapped; admission criteria; program guides; aurally handicapped; boarding homes; educable mentally handicapped; educational finance; emotionally disturbed; hearing therapy; homebound; homebound children; neurologically handicapped; orthopedically handicapped; physically handicapped; program planning; school attendance laws; school services; speech therapy; student transportation; tutoring; visually handicapped; Columbus

In outline form this guide presents the program standards approved by the Ohio State Board of Education in August 1966 for 13 special education programs and for legal dismissal from school attendance. The following topics are considered--general standards, eligibility for services, class size and student age range, housing, equipment and materials, program organization and content, and teacher qualifications. General and specific program standards are presented for (1) deaf, (2) hard of hearing, (3) crippled, (4) visually handicapped, (5) neurologically handicapped, (6) emotionally handicapped, (7) slow learning, (8) speech and hearing therapy, (9) child study services, (10) individual instructional services, (11) transporta-

tion, (12) boarding homes for physically handicapped children, and (13) standards for legal dismissal from school attendance. (DF)

ABSTRACT 20

EC 000 723 ED 014 177
Publ. Date Sep 66 50p.
Carollo, Elizabeth And Others
An Emerging Program for Emotionally Disturbed and Neurologically Impaired Pupils in the Warwick Public Schools, Grades 1-6.
Warwick School District, Rhode Island
EDRS mf,hc

Descriptors: exceptional child education; administration; learning disabilities; emotionally disturbed; neurologically handicapped; curriculum; behavior change; children; class management; elementary grades; interprofessional relationship; parent school relationship; records (forms); teacher aides; teacher role; teaching guides; testing; physical facilities; program descriptions

Intended for teachers this manual resulted from a special workshop held in 1966 to plan a better program for emotionally disturbed and neurologically impaired elementary school age students. Admission policy, administration of both types of classes, and the duties of the teacher and teacher's aide are described. Relationships with parents, the principal, supportive personnel, student teachers, and non-teaching personnel are discussed. The philosophy and techniques of management of behavior are presented. The academic program for the neurologically impaired which includes training for general academic improvement, improvement of perception, reading, handwriting, language and spelling, and mathematics is presented. Sources of materials are listed. Problems in testing intelligence and achievement and in preparing student reports and records are noted and some suggestions are given. Physical facilities for the class are described. Appendixes give examples of a report card and a check list of academic skills and behavior traits of brain-injured children. The bibliography lists 33 items. (JA)

ABSTRACT 21

EC 002 589 ED 023 217
Publ. Date 66 82p.
Hampshire Country School Staff Commitments.
Hampshire Country School, Rindge, New Hampshire
EDRS mf,hc

Descriptors: exceptional child education; gifted; emotionally disturbed; personnel; standards; residential schools; contracts; specifications; teacher responsibility; teacher qualifications; program administration; program descriptions; student behavior; professional standards; behavior standards

Intended for professional personnel of the Hampshire Country School, which treats gifted children with immobilizing emotional dysfunctions, the handbook specifies staff commitments. The Code of Ethics, adapted from the National Education Association Code as supplemented by The Council for Exceptional Children, sets forth four principles: commitment to the student, to the community, to the profession, and to professional employment practices. A conceptual framework of the school program outlines the rationale of administrative organization and practices, houseparenting, coeducation, extracurricular activities, and the interdependence of specific areas and the totality of the therapeutic community. Qualifications of staff are discussed, and the following are provided: a manual listing rules and regulations, a policy statement on student smoking, and an employee copy of the school contract. (JD)

ABSTRACT 22

EC 002 458 ED 023 205
Publ. Date 67 27p.
Klein, Genevieve, Ed.; And Others
COVERT (Children Offered Vital Educational Retraining and Therapy) Project. Year 1.
Tucson Public Schools, Arizona;
Arizona Children's Home, Tucson;
Tucson Child Guidance Clinic, Arizona
EDRS mf,hc
P-972

Descriptors: exceptional child research; emotionally disturbed; program planning; behavior problems; educational therapy; play therapy; residential schools; special classes; day schools; regular class placement; tutorial programs; teachers; evaluation techniques; identification; administrative organization; program descriptions

Involving seven Tucson school districts, a children's home, and a child guidance clinic, the COVERT School (Children Offered Vital Educational Retraining and Therapy) was designed to initate, compare, and evaluate educational approaches to the problems of emotionally disturbed children. Six distinct approaches were implemented, including a residential school, a day school, special class programs, group approach combined with a tutorial program, a supportive teacher for children in regular classes, and recreational therapy for children in regular classes. Areas involved were identification of problem children, the teacher as team member, teacher evaluation and reporting, techniques to be demonstrated, pupil and project evaluations, teacher objectives and purposes, the teacher's professional role, classroom management, and means of teacher identification of individual problems to determine classroom procedures. The school's philosophy, location and physical plant, and organization (cooperation, coordination, admission and dismissal procedures, and implementation planning) are described. (RK)

ABSTRACT 23

EC 002 754 ED 024 183
Publ. Date 68 373p.
Hewett, Frank M.
The Emotionally Disturbed Child in the Classroom; A Developmental Strategy for Educating Children with Maladaptive Behavior.
EDRS not available
Allyn And Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 ($10.60).

Descriptors: exceptional child education; emotionally disturbed; teaching methods; learning; children; educational diagnosis; educational strategies; educational objectives; classroom techniques; classroom design; program evaluation; curriculum; attention control; learning characteristics; behavior; behavior change; learning experience; achievement; Santa Monica Project

The emotionally disturbed child is presented as a learning problem whose difficulties can be helped by the teacher and school. The description of educational goals, methodology, and assessment includes the psychodynamic-interpersonal, sensory-neurological, and behavior modification strategies; a developmental sequence of educational goals; methodology of the learning triangle of task, reward, and structure; and educational assessment of emotionally disturbed children. Specific classroom practices detailed concern attention level, response level, order level, exploratory and social levels, and mastery and achievement levels. Total classroom design for emotionally disturbed children is explained, and the curriculum of the Santa Monica Project which developed and evaluated engineered classroom design is reviewed. Appendixes provide a student assessment inventory, parent and teacher rating scales, task attention criteria, and a bibliography of 208 items. (JD)

ABSTRACT 24

EC 002 684 ED N.A.
Publ. Date 63 580p.
Dunn, Lloyd M., Ed.
Exceptional Children in the Schools.
George Peabody College For Teachers, Nashville, Tennessee
EDRS not available
Holt, Rinehart And Winston, Inc., 383 Madison Avenue, New York, New York 10017.

Descriptors: exceptional child education; educational needs; administration; program planning; individual characteristics; gifted; instructional materials; educational programs; incidence; mentally handicapped; identification; educable mentally handicapped; trainable mentally handicapped; emotionally disturbed; speech handicapped; aurally handicapped; visually handicapped; physically handicapped; learning disabilities; neurologically handicapped; socially maladjusted; deaf; blind; hard of hearing; partially sighted; orthopedically handicapped

Intended as a survey text for college students in special education or as a reference for non-educators associated with the schools, the book includes 10

chapters by seven authors treating exceptional children in the schools. A general overview is presented and exceptionality and the problem of adjustment are discussed. Areas of exceptionality considered include the educable mentally retarded, trainable mentally retarded, gifted, emotionally disturbed and socially maladjusted, speech impaired, deaf and hard of hearing, blind and partially seeing, and crippled and neurologically impaired. Each exceptionality is defined and discussed in terms of prevalence, identification, characteristics, educational procedures, and resources. For each, references, films, and resources are listed. (LE)

ABSTRACT 25

EC 003 171 ED N.A.
Publ. Date 05 Feb 68 202p.
Donahue, George T.; Nichtern, Sol
Teaching the Troubled Child.
EDRS not available
The Free Press, 866 Third Avenue, New York, New York 10022 ($2.45).

Descriptors: exceptional child research; emotionally disturbed; learning disabilities; community programs; adjustment (to environment); minimally brain injured; individualized instruction; ancillary services; volunteers; nonprofessional personnel; teacher aides; psychotic children; cooperative programs; school community programs; program evaluation; case studies (education); Elmont Project

The Elmont Project was a community initiated, low cost program supported by the regular school system which began with the teaching of six disturbed children, aged 6 to 8. The principle was that the disturbed child is not to be isolated from his family, peers, and community, but rather helped by a team of educators, psychologists, psychiatrists, and a teacher-mom. The school system supplied a teacher to be in charge, transportation, supportive music, psychological and psychiatric services, and educational materials; snacks and insurance were supplied by the Kiwanis Club; classroom space was provided by the Elmont Jewish Center; and 12 volunteer teacher-moms worked with the teacher in charge with two moms alternating teaching one child on a one-to-one basis two mornings a week. For evaluation of how this project achieved its goals, six case histories describe children who were psychotic, neurotic, pseudo-retarded, sociopathic, brain damaged, and unteachable. In 5 years, 31 children were included in the project with 21 successfully returned to regular classrooms, one was hospitalized, and one entered part-time regular classes; the program was expanded to 38 teacher-moms who teach 11 children. (SN)

ABSTRACT 26

EC 000 131 ED 012 979
Publ. Date 67 47p.
Review of Special Education Programs, Guides to Special Education in North Dakota, Volume 1.
North Dakota Department Of Public Instruction, Bismarck
EDRS mf,hc

Descriptors: exceptional child education; state programs; administration; state legislation; admission criteria; teacher qualifications; administrator guides; educable mentally handicapped; trainable mentally handicapped; speech handicapped; speech therapy; speech therapists; qualifications; physically handicapped; aurally handicapped; emotionally disturbed; socially maladjusted; homebound; children; hospitalized children; blind; partially sighted; records (forms); school personnel; personnel; program descriptions; North Dakota Century Code; Bismarck

Special education programs for each type of handicapped child are described in terms of organization, admission criteria, class size, equipment, teacher qualifications, and state participation. Additional special education personnel, their qualifications, and their responsibilities are listed. Also included are sections of the North Dakota Century Code, local and state responsibilities for the programs, and sample application and reimbursement claim forms. (CG)

ABSTRACT 27

EC 000 862 ED 016 324
Publ. Date 64 37p.
Vocational Rehabilitation in a Residential Treatment Center. Devereux Fiftieth Anniversary Monograph Series.
Devereux Foundation, Devon, Pennsylvania
EDRS not available

Descriptors: exceptional child education; vocational education; mentally handicapped; emotionally disturbed; vocational rehabilitation; residential centers; rehabilitation programs; vocational counseling; job training; family role; educational programs; rehabilitation centers; vocational training centers; Devereux Schools

The demonstration project in vocational rehabilitation at the Devereux Schools which is described explored a full-scale program for the development of vocational skills and job placement for emotionally disturbed and mentally handicapped adolescents. The organization of the program, which included services of a multidisciplinary staff of professionals, is reviewed; the program content is explained in terms of initial and vocational and clinical evaluation, classroom instruction, counseling services, job training, transitional living, employment opportunities, and followup evaluations. The role of the family in the program and the future development and expansion of the program are discussed. (JK)

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